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Data from six questionnaire studies are reported. "Reasons Why Harcum Is Recommended," gives the percentage of Harcum students and faculty, and of high school counselors who recommend Harcum for each of ten reasons on the questionnaire. In "The Students View Harcum," student responses to ten possible reasons for attending, to what is right, and to what is wrong about Harcum are reported as percentages for two consecutive years. In "Collegiate Educational Goals ...," the frequency of selection of six goals by Harcum students and faculty, by local educational psychologists, and by students and faculty at a nearby university is reported in percentages. In "How Much Do Harcum Students Study?," first and second-year students at Harcum and South Georgia College indicated how many hours they studied, and what they felt were important study habits and major study distractions. The two groups are compared. In "Health Services Offered ...," responses from 270 "small" colleges to seven questions about their health services are reported as percentages. In "Motives for Attending College," Harcum students (women) and men from a local college were asked which of eight motives they had for attending college. The results in percentages and student comments are reported. (MC)

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[RESEARCH STUDIES COMPLETED AT HARCUM JUNIOR COLLEGE]

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1968

Reasons Why Harcum Is Recommended

Why is Harcum recommended as a junior college to attend? Do Harcum students, faculty and high school guidance counselors offer the same or different reasons for attending Harcum? What are the most frequent reasons offered for attending Harcum?

To answer these inquiries, a single-item, anonymous questionnaire was circularized in the Fall of 1966 among high school guidance counselors (N=385) and Harcum faculty (N=27), and Harcum students in the Fall of 1967 (N=513). All were requested to indicate which among the 10 items listed in Table 1 they considered as valid reasons fo recommending Harcum as a junior college to attend. All figures in Table 1 are percentages of the totals within each of the three groups.

Table 1: Reasons For Recommending Harcum

Reasons	Harcum Personnel		Counselors
	Students	Faculty	
1. Individual attention	63%	100%	79%
2. Smaller classes	85	68	72
3. Terminal programs	44	73	67
4. Convenient location	65	73	70
5. Size of enrollment	45	50	58
6. High acceptance of transferees	10	13	45
7. Outstanding programs	15	41	43
8. Social adjustments	30	45	38
9. Success of graduates	16	23	34
10. Financial reasons	1	0	7

As Table 1 reveals, all three groups select "Individual attention" most frequently as a valid reason for attending Harcum. This sharing of views among these three groups is further evidenced in the fact that they all specified the same reasons among the five-most-frequent for recommending Harcum.

With the exception of "Terminal programs" for the student group, (only 44%), a majority in each group (at least 6 out of 10), considered the following most frequently as reasons for recommending Harcum:

1- Smaller classes
2- Individual attention
3- Terminal programs
4- Convenient location

It is clearly evident from this comparison that a high degree of agreement exists among Harcum students, faculty and high school guidance personnel in the valuation of Harcum as a junior college for women to attend. It is of particular interest to note that although very small percentages of Harcum students and faculty consider "high acceptance of transferees" as a valid reason for recommending Harcum, almost half of the high school guidance counselors offer this as a reason. Since they are in a far better position to judge the relative success of various junior colleges in effecting the tranfer of their graduates to 4-year colleges, this offers practical evidence that Harcum compares favorably with other junior colleges in this important respect.

Also, in the area of outcomes - or "success of graduates" - one-third of the counselors consider this a valid reason for recommending Harcum. Again, as a group, they have access to more information to judge comparative results among various junior colleges than do the Harcum faculty and/or students, and evidently over 100 consider Harcum's relative position in this significant area to be a favorable one.

The positive agreement between Harcum students and high school guidance counselors is further reflected in the following comments which are representative of numerous write-in reasons offered by students and counselors for attending Harcum.

Student comments:

1. Wonderful friendships.
2. Pleasant, relaxed atmosphere.
3. Interesting courses.
4. Friendliness & helpfulness of faculty.
5. Shy people gain confidence.
6. Being able to teach after 2 year.
7. Chance to accomplish & be recognized as an individual.
8. Opportunity for each student to succeed.
9. For student who needs extra push.
10. Builds social acceptance.
11. Has course I am most interested in.
12. Prefer 2-year school.
13. Helped me get a new start.
14. Good junior college with good courses
15. Retailing curriculum.
16. All-girls' school - easier to concentrate.

Counselor comments:

1. Interested and dedicated staff. Interested in their students and dedicated as teachers or advisors.
2. Particularly impressed by attitude of admissions office in providing a chance for increased education to the late-maturing student.
3. Will give average students a chance - modestly selective admissions.
4. Strong consideration given to counselor's recommendation when considering admissions acceptance.
5. Very harmonious relationships between faculty anf student body (personal attention).
6. Your optimism and your ability to give average students a good education.
7. The fact that you do such a tremendous job with our girls.
8. Empasis placed on the individual.
9. A realistic approach to current competition for admission to college.
10. Because we think it is an excellent place to begin higher education.

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MOTIVES FOR ATTENDING COLLEGE

During the past decade, it has become increasingly evident to college administrators, faculty and counselors that more and more students are viewing their college education as a means of acquiring some future, direct, material reward. The very strong emphasis on course grades which seems to be shared by students and faculty, the fierce competition for admissions to graduate schools, the increasing clamor that courses be geared to the practical life situations rather than being directed to the cultural, (liberal arts) enrichment of the individual, all seem to suggest that the college years are viewed by many students not so much as a means of becoming a more concerned and knowledgeable citizen, but rather as a means of acquiring a better position in life; a "good" job, a high salary, prestige, power, status, etc.

In order to determine if evidence could be found to substantiate, (or refute), these conclusions for Harcum students, the following study was undertaken. In the fall of 1967 all students were invited to complete a brief questionnaire, anonymously, which requested them to check each of the items which they considered to be valid reasons for attending college.

Table 1 reports the data obtained from 530 Harcum students , as well as a comparison with a group of 150 boys, high school graduates, enrolled in a special developmental summer program in basic college skills offered by a small, denominational liberal arts college.

Table 1. Motives for College Attendance - Harcum Students & 150 Male Students

Motives	Harcum	Boys
1. To prepare for an occupation	91%	47%
2. To provide for financial security	39	44
3. To acquire more knowledge	90	42
4. To achieve success and status	25	32
5. To mix socially and develop socially	69	24
6. To develop the powers of the mind	56	22
7. To develop spiritually	19	16
8. To better understand and help others	66	12
9. Other (see below)	3	4

In addition, the following reasons were offered by individual boys (noted in parentheses), and individual Harcum students.

1- Further education after Harcum.- 3 girls (2 boys)
2- Intellectual exercise.
3- To mature and gain independence.
4- Learn from all types of people..
5- To think individually
6- As a hobby rather than staying at home.
7- To understand myself
8- Parental orders - 4 girls (3 boys)
9- To stay home, you're a nothing; everybody goes.
10-Self-satisfaction.
11-Mature before entering world.
12-Not ready for outside world.

As Table 1 indicates, the most frequently offered reason for college attendance is vocational preparation. The very high percentage for Harcum undoubtedly reflects the fact that better than 50% of the students were enrolled in vocationally-oriented curricula, and many others expect to help out in the early years of their marriage by working. In the case of Harcum students, the second most frequent reason given was "to acquire more knowledge", incontrast to the boys who are more concerned with "providing for financial security". This would appear to reflect the respective male-female roles in our culture wherein the male is customarily expected to be the principal 'bread-winner'.

In third most frequent position for Harcum students was "social development and mixing". Since going-off to college to 'find a husband' is a time-honored tradition of long standing, this might well have been anticipated.

"To better understand and help others" is the next in order of frequency for Harcum, with the boys listing "achieve success and status" as their fourth most frequent choice. The fifth for Harcum is "develop the powers of the mind"; for the boys, "mix socially and develop socially".

It is particularly interesting to note that in no case, among the boys, was the frequency rate up to half of the group, whereas among the Harcum students, 5 out of 8 items reflect better than 50% of the students selecting these particular motives.

The purpose of this investigation was to determine if evidence could be found in the reasons students gave for wanting to go to college to support the conclusion that many college students view their college experience more as a means of acquiring success in life and less as a means of developing themselves as individuals.

The findings clearly indicate that among the two samples, such attitudes are prevalent among both male and female students. In the case of the boys, the two reasons given by the greatest number of subjects reflect the view that college is the means of preparing for an occupation and of ultimately acquiring financial independence through financial security.

For the Harcum girls, an overwhelming majority place primary emphasis upon vocational preparation, although they couple this, with almost an equal degree of frequency, with the more general motive of "acquiring more knowledge. This utilitarian focus in the case of Harcum students reflects the vocationally-oriented curricula which are offered, in contrast to the liberal arts college orientation which was more typical of the male sample.

As further evidence of the great stress and emphasis upon practical, material motives for a college education, in the case of the boys when "desire to achieve success and status" are added to "prepare for an occupation" and "provide for financial security", of the total of 362 motives reported, 185 (or more than half!) are concerned directly with the practical aspects, while only 177 motives provide for one's social, spiritual , and intellectual development.

For the Harcum girls, the 3 'practical' motives comprised 826 or 34% of the 2431 expressed motives, leaving 66% concerned with their social, spiritual and intellectual development. Despite the fact that females now comprise about 1/3 of the national workforce, the fact remains that they are in the labor market a shorter span of years. They are still

concerned with the multiple roles of homemaker, wife and mother, which unquestionably influences the fact that they do not share the same high degree of practical, vocationally-oriented motives as do the males.

For both males and females, "preparation for an occupation" occupies a position of primacy among a wide range of utilitarian, spiritual, intellectual and socially-oriented motives for attending college.

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THE STUDENTS VIEW HARCUM

1. From the students' point of view, what do they find "good" and/or "bad" at Harcum? To gain some insight into this area of student morale and student-college interpersonal relations, a brief, anonymous questionnaire was circularized among all students during the Spring of 1968. It asked three questions; why are you attending Harcum? what's 'right' about Harcum ? and what's 'wrong' about Harcum?

2. The following tabulations summarize the views of the 43%,(304) of the total student-body who responded to the questionnaire; figures in parentheses reflecting the views of the 40% of the Harcum student-body who responded to same questions in the Spring of 1967. All percentages reflect the proportions of the number of times the particular item was selected in relation to the total number of students who responded.

Table 1; - Why are you attending Harcum?

Reasons	Percentages
1. Curriculum offered	33 (31)
2. To get a good education	23 (2)
3. Attend a junior college	11 (40)
4. Personal reasons	9 (2)
5. Location	8 (21)
6. To transfer to 4-year college	5 ----
7. Rejected elsewhere	4 (11)
8. Small size of college	3 (3)
9. Small classes	1 (2)
10. Recommended by counselor	1 (6)

3. From a review of Table 1 it is evident that 1/3 of the students responding indicate that they are attending Harcum because of specific programs offered. In addition, about 1/5 of the group (in contrast to only 2% in 1967) indicated that they are attending Harcum to "get a good education".

4. It is particularly interesting to note the major shift between 1967 and 1968 in the reason, "attend a junior college". Only 1 out of 10 in 1968 offer this as a reason for attending Harcum, in contrast to 4 out of 10 in 1967.

5. Evidently in 1968 less students attended Harcum because of rejection elsewhere (only 4 out of 100), as compared with 1967 (11 out of 100).

6. Location of the college apparently was not as important to the 1968 group as compared with the 1967 group (only 8 out of 100 in contrast to 21 out of 100).

7. In 1968 some 5%, or 15 students singled out "transfer preparation for 4-year college" as a specific reason for attending Harcum.

8. The figures in Table 1 indicate that in 1968 there were a greater number of students (23%) attending Harcum because they believed it would offer them the opportunity to "get a good education" than was true in 1967 (only 2%) . Similarly,less were attending Harcum in 1968 simply to "attend a junior college" (11%) in contrast to 40% in 1967, or because of location, (8%) as compared with 21% for 1967.

9. A total of better than 5 out of 10 in 1967 selected Harcum for reasons of curriculum offerings and to "get a good education" in contrast to only 3 out of 10 in 1966.

10. Specific reasons offered by students as evidences of "what's right about Harcum" are summarized and compared for 1966-67 and 1967-68 student bodies in the following Table.

Table 2: What's right about Harcum?

Reasons	Percentages
1. Small classes	30 (19)
2. Faculty	27 (45)
3. Curriculum and courses offered	23 (23)
4. Student-teacher relations	21 ----
5. Friendly girls	16 (25)
6. Individual attention	11 (8)
7. Location	11 (15)
8. Good guidance	7 (9)
9. Good food	6 (8)
10. Good college-sponsored activities	5 (2)

11. Table 2 indicates that better than 50% of the student respondents, both in 1966-67 and 1967-68 indicated "small classes" and "calibre of faculty" as the most frequently offered 'right' things about Harcum, which suggests emphatically that in the accomplishment of its primary function - the education of young women - Harcum is, in their judgement, doing just that. This conclusion is offered, especially since the third most frequently given 'right' item is "curriculum and courses offered", 23% both years. This is considered especially significant for the following reasons:

a) the questions asked of the students was open-ended, i.e. no forced-choice answers but an invitation to state freely what they considered 'right' about Harcum.

b) clearly the choice is entirely theirs; they can leave it blank (as did some), or write in any particular reason, which, in their judgement they considered to be 'right' about Harcum.

c) since 80% or better in both years selected 'academically-oriented' reasons, and this was an entirely anonymous questionnaire, and a non-forced-choice item, it is clearly evident that in the eyes of a substantial majority (at least 8 out of 10) of the respondents, 'right' features of Harcum reflect good calibre of faculty, curriculum and class size; a most gratifying finding.

12. It is of particular interest to note that during 1967-68, 2 out of 10 students were sufficiently impressed with the quality of student-faculty relations to single out this item as a 'right' feature about Harcum, further evidence of increasingly positive student-faculty relations; one more foundation stone for an effective total-educational experience.

13. In other respects, there appear to be only minor shifts among the reasons offered.

14. The final question asked of the students was, "what's wrong about Harcum?" Their comments are summarized in Table 3, which follows.

Table 3: What's wrong about Harcum?

Reasons	Percentages
1. Rules too strict	31 (29)
2. Student apathy	16 (22)
3. Cut system	11 ----
4. Limited school activities	10 (22)
5. Faculty weak	9 (27)
6. Poor library	7 (2)
7. House Directors	7 (2)
8. College costs high	7 (22)
9. Social life inadequate	6 ----
10. No place to study	5 ----
11. Harcum not accredited	4 (2)
12. Poor communications	4 (15)
13. Food	3 (6)
14. College's reputation	1 (6)

15. For both 1966-67 and 1967-68 approximately 50% of the respondents considered "strict rules" and "student apathy" to be the prime dissaisfactions at Harcum. With the exception of "poor library" and "House Directors", for all other reasons noted as dissatisfactions, a lesser percentage of the 1967-68 group were thus registered, as compared with the 1966-67 group. Major shifts among the two groups were sizeable reductions regarding:

a) limited school activities (22 to 10%)
b) weak faculty (27 to 9%)
c) college costs high (22 to 7%)
d) poor communications (15 to 4%)

16. The extent of contrating views for the two years, reflected by summarized items appearing in Tables 2 and 3, are noted in Table 4.

Table 4: Contrasts

Reasons	% of respond'ts	
	Pro.	Con.
1. Faculty good	27 (43)	
2. Faculty poor		9 (27)
2. College-sponsored activities good	5 (2)	
2. College-sponsored activities limited		10 (22)
3. Food good	6 (8)	
3. Food inadequate		3 (6)

17. a) In summary, approximately 7 out of 10 of the responding Harcum students, both in 1966-67 and 1967-68, indicated that they attended Harcum because:

(1) it is a junior college
(2) to get a good education
(3) curriculum offered.

b) Approximately 8 out of 10 of the respondents in both years indicated their major satisfactions with Harcum to be:

(1) small classes
(2) faculty
(3) curriculum and co[illegible]

10 of the 1966-67 respondents indicated their major dissatisfactions to be:

(1) rules too strict
(2) student apathy
(3) limited school activities.

d) Notable shifts between the two groups, reflecting decreased dissatisfactions, occured in:

(1) limited school activities (22 to 11%)
(2) weak faculty (27 to 9%)
(3) high college costs (22 to 7%)
(4) poor communications (15 to 4%)

e) From the views expressed by the responding students, there is less widespread expressed dissatisfactions with Harcum among the 1967-68 group as compared with the 1966-67 group. And equally important, there is a more widespread expression of satisfaction with Harcum among the 1967-68 group as compared with the 1966-67 group; both trends pointing to a desirable, increasingly positive student-college interpersonal relationship.

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COLLEGIATE EDUCATIONAL GOALS AS VIEWED BY HARCUM STUDENTS, FACULTY AND OTHERS

To what extent do Harcum students and faculty share common views regarding goals of a junior college education, and how do their views compare with those of collegiate educational psychologists directly concerned with problems relating to the learning process at the college level? Also of interest is how their views compare with those of other students and faculty.

Answers to these questions were obtained by collecting information through an anonymous questionnaire circulated in the Fall of 1967 among Harcum students, faculty and collegiate educational psychologists who were members of the Pennsylvania Psychological Association. The numer of respondents were: Harcum students, 350; Harcum faculty, 34; psychologists, 56. In addition, the data reported for the university sample was obtained from an anonymous questionnaire administered in the Fall of 1965 at a northeastern state university with an enrollment of over 10,000. Student respondents in this sample numbered 426, and faculty 353. A summary of the responses for the various groups appears in Table 1, and all data reported are percentages of the totals within each of the five sub-groups.

Table 1: Frequency of selection of educational goals by Harcum students, faculty and others.

Educational Goals	Respondents				
	Harcum		Ed.	University	
	Students	Faculty	Psych.	Stu.	Fac.
1. Provide a basic education for the appreciation of ideas.	69%	92%	93%	38%	59%
2. Provide deepening and broadening experiences.	69	14	64	43	33
3. Develop knowledge and interest in community and world problems.	36	27	80	21	21
4. Develop moral capacities, ethical standards and values.	43	4	64	15	17
5. Provide knowledge and ideas about cultural heritage.	35	23	78	36	20
6. Provide vocational training and skills related to career.	92	68	76	70	52

As Table 1 indicates, there is considerable variation among the various groups as well as a considerable range of selections within each group. If however, these various percentages are placed in rank-order within each group, with the highest percentage being assigned a rank of 1 and the lowest percentage a rank of 5, several interesting patterns become evident as revealed in Table 2.

Table 2: Frequency of selection rankings of educational goals by respondents in Table 1.

Educational Goals	Respondents					
	Harcum		Ed. Psych.	University		Ranking Totals
	Stu.	Fac.		Stu.	Fac.	
1. Provide vocational training and skills related to career.	1	2	4	1	2	10
2. Provide deepening and broadening experiences.	2	5	5	2	3	17
3. Provide a basic education for the appreciation of ideas.	3	1	1	3	1	9
4. Develop moral capacities, ethical standards and values.	4	6	6	6	6	28
5. Develop knowledge and interest in community and world problems.	5	3	2	5	4	19
6. Provide knowledge and ideas about cultural heritage.	6	4	3	4	5	22

Both the students at Harcum and the university rank their three most frequently selected goals in the same order:

1- Provide vocational training and skills related to career.
2- Provide deepening and boradening experiences.
3- Provide a basic education for the appreciation of ideas.

Similarly, both the faculty at Harcum and the university rank their two most frequently selected goals in the same order:

1- Provide a basic education for the appreciation of ideas.
2- Provide vocational training and skills related to career.

Both faculties and the educational psychologists most frequently selected "Provide a basic education for the appreciation of ideas", which contrasts with the utilitarian emphasis the students evidence by selecting "Provide vocational training and skills related to career" most frequently as a collegiate educational goal.

Listed in decreasing order of selection, as reflected by the ranking totals of the goals by the 5 different groups, these were:

1- Provide a basic education for the appreciation of ideas.
2- Provide vocational training and skills related to career.
3- Provide deepening and broadening experiences.
4- Develop knowledge and interest in community and world problems.
5-Provide knowledge and ideas about cultural heritage.
6-Develop moral capacities, ethical standards and values.

Therefore, from the data presented in this comparative study, we conclude that both Harcum students and faculty consider "Provide vocational training and skills related to career" and "Provide a basic education for the appreciation of ideas" to be among their 3-most-frequently-selected goals of a junior college education.

We note further that the educational psychologists rank three of the six goals in the same order of frequency as do the Harcum faculty:

(a) - Providing a basic education for the appreciation of ideas - ranked 1st.
(b) - Provide deepening and broadening experiences - ranked 5th.
(c) - Develop moral capacities, ethical standards and values - ranked 6th.

In no case do the educational psychologists rank their six goals in the same order as do the Harcum students.

The educational psychologists also identify with the university faculty by ranking "Provide a basic education for the appreciation of ideas" as the most frequently selected goal, and identify further with the university students by ranking "Develop moral capacities, ethical standards and values" the least frequently selected goal.

And finally - the dual goals of a liberal arts orientation (e.g., provide a basic education for the appreciation of ideas), and utilitarian or vocational orientation (e.g., provide vocational training and skills related to career), are among the 3-most-frequently-selected goals of both students and faculty at Harcum and the university. There evidently is much agreement among these communities of scholars regarding their valuations of education goals for collegiate institutions.

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HOW MUCH DO HARCUM STUDENTS STUDY?

The amount of time that Harcum students spend studying, and factors related to the study-time of students, are matters of importance and concern to the college administration and faculty. This investigation summarizes some objective information on these topics and compares the study hours reported by Harcum students with those for residence students at South Georgia College, a coeducational junior college with approximately 1000 students which, like Harcum, grants A.A. and A.S. degrees.

The study reveals the average amount of out-of-class time these students spend studying per day, and for Harcum freshmen, what they consider to be 'important' study habits and major distractions to studying. The data reported for South Georgia College reflects the views of 447 students in attendance during 1965-66; for the Harcum students, it reflects the views of 237 students during 1966-67. At both institutions, the data was collected from an anonymous questionnaire in an effort to encourage maximum accuracy and honesty.

Table. 1; Study Time, Males-Females, South Georgia & Harcum Colleges, & The Reliability of the Difference Between Two Averages

Group	Average out-of-class study hours		D/σD	Chances in 100
	Harcum	South Georgia		
Males	--	3.1		
Females	3.7	3.5	2.1	97

D = the difference between the averages of the two groups compared.
σD = the standard error of the difference between the averages.

To calculate the significance of the difference between the two obtained averages, the following formula wasapplied to the data in both Tables 1 and 2:

An obtained difference between two averages is considered to be significant where the odds are great that the true difference between the groups is greater than zero. It is customary to take a D/σD of 3 as indicative of virtual certainty that the true difference between the two groups is greater than zero. (Stated in terms of probability, when D/σD equals 3, there is only 1 chance in 1000 that the true difference between the two groups is not greater than zero.)

The chances in 100 of a statistically significant difference between the avergae study time of Harcum students and South Georgia female students is listed in both Tables 1 and 2. It is clearly evident that the chances (probability) of such statistically significant differences is substantial in all three of the comparisons. Therefore, it can be concluded with a high degree of liklihood (probability) that the differences in average study hours among the three groups examined is not a mere chance variation, but does, in fact, represent statistically significant, reliable differences among these three groups.

Table.2: Study Time, By Classes, South Georgia & Harcum Colleges, & The Reliability of the Difference Between Two Averages

Group	Average out-of-class study hours		D/σ_D	Chances in 100
	Harcum	South Georgia		
1st. yr.	3.8	3.6	1.32	91
2nd. yr.	3.3	3.2	.94	87

The results of this research of students' study time appears to be consistent with other reported researches in this area. The findings of Webb (1961); Thoday (1957), Gelso (1965), and Haven (1964), each on different student populations, and in very different settings, indicate that college students tend to average around three hours a day studying.

These findsing appear to be in conflict with the oft-heard platitute on college campuses that students need to study two out-of-class hours per day for each hour they spend in class. The results of this study and the other reported researches indicate that it is more likely that students typically study in the vicinity of one out-of-class hour for each hour spent in class. (the students in these samples were in class three or four hours a day)

It is plausible that the differences in amount of time spent studying contribute to the findings that underachievement is much more characteristic of males than females (Munger, Winkler, Teiglund, & Kranzler; 1964 Hood & Swanson, 1965, Miller, 1961).

It is also possible that second year students' study technics are more adequate than those of freshmen. Thus, it is not surprising to note in both colleges, that second year students, on the average, study less than first year students. Of course, it follows that if freshmen have less adequate study technics, they would tend to study more than second year students, and this is probably the case with most of the freshmen who persist to their second year. It is also likely that the freshmen average study-time found in both colleges was lowered somewhat by the individual freshmen who study very little (even through their study habits are not effective), and, as a result, do not persist to their second year.

Finally, the important elements relating to 'good' study practices and major distractions to study, are summarized for Harcum freshmen in the following table.

Table 3: Harcum Freshmen Important 'Good' Study Elements & Major Distractions To Study

Per Cent Reporting	
'Good' Elements	Distractions
1. Quiet - 41%	1. Loud radio, TV & dorm talk-87%
2. Concentration - 22	2. Telephones - 6
3. Keep current on assignments-18	3. Lack of interest - 3
4. Good notes - 9	4. Temptation to talk to others-2
5. Spaced study periods -4	5. A boring subject to study - 1
6. Comfortable facilities - 4	6. Studying too long -1

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HEALTH SERVICES OFFERED BY SMALL JUNIOR COLLEGES

What is the nature of the health srvices offered by 'small' (less than 1000 student) junior colleges throughout the country ? Additionally, what services do these colleges offer that are essentially resident colleges, and how do Harcum's service compare ?

To obtain answers to these questions, a questionnaire was circulated in December 1967 among the 375 'small' junior colleges throughout the country. Some 270 replied, or 72%, substantial return for a mail questionnaire survey.

A summary of their replies appears in the following listing of questionnaire items. Harcum's practices are indicated by the statements appearing in parentheses.

Colleges participating in the survey were invited to request copies of the survey results if interested. Some 166 or 61% of those replying did so, evidencing a high degree of concern with this very important student personnel service.

1- Do ycu enroll resident students ? YES-74% (Yes) No-21%

2- Do your provide 24-hour professional medical staff coverage ?
YES - 17% (Yes) NO-83%

3- If answer to 2 above is NO, what precise coverage do you provide?
(a) Blue Cross & Blue Shield for individual students.
(b) Local doctors available for student consultations.
(c) Local hospitals.
(d) A college nurse on duty.
(e) Local clinics.
(These coverages are provided in approximatel y equal amounts, indicating the diverse distribution of services among the respondents.)

4- Do you have separate fees for resident and day students covering Health Center charges ? YES- 11% NO - 89% (No)

5- Do you have separate charges for specific student services and treatments offered by the Health Center ? YES-12% (Yes) NO-74%
No Answer - 14%

The 12% listing separate charges included the following: a) Non-prescription drugs.
b) Operations.
c) X-rays.
d) Physician's visits.
e) Extensive injuries treatment.

6- Do you offer Accident & Sickness Medical Expense plan for which the student pays ? YES-73% (Yes) NO - 27%
(There was considerable variation among the plans offered. Some had a policy automatically included in the registration fee; others student Blue Cross plans at a reduced rate; and some offered policies limited to accidents alone.)

7- Other services offered (such as health counseling, etc.)

(1) - NONE - 86%
(2) General health counseling.- 79% (Yes)
(3) Mandatory health courses.- 1%
(4) Part-time psychiatrist on staff - 1%
(5) Part-time psychologists on staff - 1%
(6) Health films - 1%
(7) Full-time, on campus, school psycholigists - 1%
(8) Health suite maintained and staffed by physical education department personnel - 1%
(9) Conduct daily health clinics - 1% (Yes)
(10) Upon entrance to college, all students given examination by staff psychiatrist. - .3%

In the main, those junior colleges that do not offer health services are limited to non-resident community colleges that are in cities or large towns. The most complete coverage offered is among those junior colleges that are affiliated with, or part of, large universities and have access to their extensive facilities (health and medical centers, etc.)

Among small, essentially resident junior colleges, Harcum is one of the selective minority which offers 24-hour medical staff coverage, and separate charges for specific student services and treatments, and is among the preponderent majority offering and Accident & Sickness Medical Plan, as well as general health counseling, a consultant psychiatrist, dentist, and daily health clinics.

Harcum health services are unquestionably among the more comprehenvie ones offered by small junior colleges throughout the country.

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